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ABSTRACT

The Work-Education Consortium Project involves more than thirty communities which have formed local councils to improve the relationship between the educational system and the employment system in their areas. The councils, each autonomous, are loosely organized and funded under the Department of Labor's Youth Employment and Demonstration Projects Act (YEDPA). Since they work outside the traditional structure of both education and employment institutions, the councils can be a source of help to Comprehensive Employment and Training Act (CETA) prime sponsors in finding ways to work with other sectors of the community. Although work and education councils are concerned with bringing about more productive integration of education and work throughout an individual's lifetime, they focus heavily on smoothing the school-to-work transition for youths. The communities taking part in the Work-Education Consortium Project sponsor such programs as creating career development clearinghouses, developing directories to community resources, starting networks of volunteers for career exploration programs, generating support for high school work experience opportunities, staffing placement services, and surveying employer projections for young workers. A list of communities involved in the consortium and highlights of their projects is included in this report. (KC)

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# Work-Education Councils and the Possibilities for Collaborative Efforts under YEDPA

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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## I. Introduction

The Youth Employment and Demonstration Projects Act provides the resources and mandate to help young people make the transition from school to work. For this to occur more effectively, barriers that exist between the education and the employment and training systems must be broken down and the programs of both of these systems must be better integrated with the complementary private and voluntary efforts existing in communities throughout the nation. It is clearly the intent of Congress that a comprehensive approach be developed to assist youth in the school to work transition. This is to be accomplished by improved coordination and increased availability of services. It means that CETA prime sponsors must work more closely with program deliverers of demonstrated merit - be they community based organizations, labor unions, educational institutions or private employers.

Dealing with these numerous constituencies, identifying gaps in service and putting together collaborative efforts involving appropriate community resources is no easy task. It is time consuming and requires knowledge of the strengths and weaknesses of the respective community institutions as well as requiring an understanding of the delicate balance that exists in institutional relationships within a community. If CETA/YEDPA is to accomplish the goals set for it, prime sponsors must begin to find new and different ways of working with the many other responsible actors within the community.

The purpose of this paper is to acquaint prime sponsors with the experiences of a network of communities involved in the Work-Education Consortium project. The Consortium is composed of more than thirty local and State groups that have formed to improve the relationships between the institutions of education and work within their geographic areas.

Two years ago, the Department of Labor agreed to give financial support to these communities in order to learn more about the potential for and outcomes from collaborative action. The experiences of the Consortium communities provide useful

lessons in how communities can initiate similar councils or undertake like collaborative efforts related to youth programs. Furthermore, the experiences of the Work and Education Consortium can provide insights into the dynamics of school to work transition which will be of interest to those involved in the implementation of programs under YEDPA.

The premise on which their efforts are based is that programs and policies concerned with employment and education can be more effectively implemented when the institutions responsible for the various pieces of these "worlds" can work collaboratively in meeting the needs of their communities. The individuals and organizations participating in the Consortium have been brought together by their belief that they can accomplish more through joint action than they could by pursuing their institutional objectives in isolation.

Work and education councils are locally initiated, community based efforts operating outside the traditional advisory structures mandated under both employment and education programs. Councils are concerned with bringing about linkages between programs rather than dividing up the pie within any one program. Such councils have demonstrated that they can have a positive influence on how community needs are being met by diffusing issues of power and authority on a neutral turf. Often, rather than operating programs, they are the nexus for interaction and information exchange.

Although work and education councils are concerned with bringing about more productive integration of education and work throughout an individual's lifetime, they have focused heavily on the critical interaction point when youth leave school to enter upon their first job in the adult labor market.

## II. School to Work Transition

The period of transition from school to work is a particularly difficult one for youth, requiring youth to assume new adult roles on and off the job and to make decisions that will effect their future employment. The transition process, which is unsettling enough from a personal development point of view, is further aggravated by the serious institutional disjunctures which make the transition difficult to accom-

plish. These obstacles include restrictive employer hiring practices and child labor laws; inadequate youth placement and counseling services; and ineffective ways of delivering occupational information for career decisionmaking. Educational institutions, labor unions, employers, voluntary organizations, and government create both the rules and opportunities for moving from the world of education to the world of work, yet in many instances these very institutions remain separated from each other to protect their own perogatives.

The circumstances under which non-college bound youth, particularly those from socio-economic disadvantaged backgrounds, undertake the passage from school to work are characterized by pitfalls and difficulties. These problems fall into several basic areas:

Need for improved quality and expanded opportunities for work and service experience

° Youth who leave school at 16 and 17 or even younger are excluded from entry level employment in the adult labor market. For the most part, the work experience youth do manage to obtain mostly in "youth jobs" is not related to an education program or a plan for school to work transition.

° Despite the growing credibility given experiential learning related to classroom education under YEDPA and otherwise, programs offering such opportunities are still in their infancy. The integration of non-classroom and classroom learning requires the development of new roles and responsibilities for work place supervisors, teachers and counselors, and new relationships between the institutions of education and work.

° There are a variety of school based regulations and practices related to school attendance, class scheduling and other matters which inhibit rapid expansion of experiential learning programs. Likewise, laws relating to youth employment are often over-lapping and inconsistent so that school officials and employers have difficulty implementing work experience programs and creating opportunities for youth employment.

Need for improved programs and mechanisms to help youth prepare for, obtain and retain employment

° Career, vocational, cooperative and other school based educational programs need to be more effectively coordinated with YEDPA and other employment and training programs.

° Skill training, vocational exploration and other educational and employability development programs need to be planned and operated with closer consideration given to employer hiring, training and workplace practices.

° Placement services to in-school and graduating students, with follow-up are insufficient. Additional programs to teach job seeking and other employment related skills need to be developed.

° Program staff working with youth need to be oriented to the world of work.

° Counseling services, particularly for the non-college bound need to be made more responsive to student needs and more relevant to labor market realities.

Need for Improved and Expanded Career Information Services

° Youth need to know more about the world of work, employment and educational opportunities and themselves. Although an ever growing amount of locally relevant career information is available, insufficient efforts have been made to adapt it for use by students, counselors, and teachers for career guidance and vocational exploration purposes.

## III. Collaborative Experiences in Consortium Communities

The communities participating in the Work-Education Consortium Project have taken seriously the challenge of developing more effective transition mechanisms for young people. The communities have found that an adequate response to youth development and transition needs requires, beyond projects and programs, a forum in which the otherwise separate institutions within a community can join together to plan, support and carry out school to work transition strategies. They find that collaboration is desirable and necessary because much of the youth development process is outside the reach of any single institution or program. They have identified major deficiencies in existing institutional

relationships and have begun local collaborative initiatives which address these issues.

Prime sponsors, career education directors, business executives, the Chamber of Commerce, community college representatives as well as many other individuals representing as many different types of institutions have found that the investment in time, effort and resources to get work and education councils off the ground have paid off in a relatively short time by helping each of them meet their own as well as common program objectives.

The types of activities which have been enhanced by public-private collaborative efforts within the Consortium communities are directly related to the above problem areas and respond to the over-riding need for better coordination and rationalization of local resources. A brief review of the type of activities engaged in by work-education councils follows while more comprehensive summary of major consortium undertakings is appended for your information.

Council Activities:

° Creation of career development clearinghouse facilities.

° Development of directories and guides to community resources.

° Surveys and assessments of public and private community resources for career development.

° Creation of networks of community volunteers for career exploration programs.

° Development of shadowing and vocational exploration programs.

° Development of worksites for cooperative-education and other programs.

° Generation of support for high school work experience programs.

° Development of placement services for students seeking work experience opportunities.

° Placement services for the handicapped and youthful offenders.

° Curriculum development for staff training.

° Workshops on job seeking and job retention skills.

° Development of coordinated career information programs.

° Surveys of projected employer demand for young workers.

° Development of a youth job information counseling and referral center.

IV. CETA, the Community and Collaborative Processes

Representatives of important institutions and sectors of the community have traditionally been involved in program committees, task forces and the like. YEDPA, as other pieces of legislation have in the past, gives importance to the involvement of community in implementing any effective and relevant program that serves people. Requirements of inclusion of community based organizations, the private sector, unions and the schools in local YEDPA efforts are an indication that both the Administration and the Congress recognized that neither the Federal Government nor CETA prime sponsors can deal with the problems of youth unemployment and school to work transition alone. The requirement that Youth Advisory Councils be established is a result of this belief as is the proposed Title VII of CETA.

In most cases, such mandated bodies have been solely advisory in nature and have lacked authority or broadness of interest to generate the fundamental cross institutional changes needed to bring about a more successful way of helping young people move into the adult community.

The approach discussed here differs in that it touches on a wide range of programs within a community rather than just one; it involves voluntary action growing out of the felt need within a community; and it involves leaders of all the relevant constituencies in the community who have the authority and commitment to bring about the needed changes.

A CETA prime sponsor's participation in collaborative action with such community groups can serve to enhance the YEDPA program across a broad range of activities by tieing into

otherwise untapped community resources which can complement and enrich the CETA program. These resources may be particularly important in developing strategies to deal with the non-disadvantaged youth who are ineligible for many services provided by CETA as well as improving the quality of work experience opportunities and increasing the availability of job information, counseling, guidance and placement services. In addition, important links with the employer community can be initiated and nurtured under the auspices of a work and education council. There are numerous additional ways in which CETA participation in a collaborative council could assist the prime sponsor in broadening the program's capability to meet the varied service needs of the CETA population:

(1) The Council could serve in the role of community clearinghouse of technical assistance and training resources. The breadth of representation on work and education councils puts them in a position to help the prime sponsor in developing methods of crediting work experience, carrying out inventories of community education, and assessing potential work or service opportunities.

(2) The Council could serve as official or unofficial broker or enabler of local education agency, private employer, organized labor and CETA prime sponsor deliberations. Providing the good offices of the council as a neutral forum for working out such issues as work experience site opportunities, wage rates, academic credit arrangements and assessment procedures, may be an appropriate and valuable council function.

(3) The Council could become an advocate for expanded community awareness and support of YEDPA and other CETA programs. Collaborative council leadership in expanding community consciousness of the need for new youth opportunities and the role of CETA in providing them can make a substantial difference in prime sponsor effectiveness.

(4) The Council could serve either as a Youth Advisory Council or CETA Business Industry Council while preserving its broader mission related to community-wide work and education issues.

(5) The Council could perform direct services under contract to the prime sponsor in areas such as the following:

* Undertaking programs to expand job and work experience site opportunities in the private sector;

* Operating counseling and career exploration programs drawing broadly on community resources;

* Offering placement assistance and follow-up for full and part-time employment;

* Developing and providing information for career and occupational choice;

* Providing systematic exposure of counselors and teachers to the nature of work;

* Inventorying, developing and monitoring community resources;

* Developing information programs about child labor laws for teachers, counselors, and employers.

V. Next Steps

Whether prime sponsors choose to create separate work and education councils or not, the experiences and concerns of the councils described here are obviously relevant to programs operated under YEDPA. The experience gained by these councils is particularly worthwhile in helping prime sponsors coordinate their programs with other community efforts and in overcoming barriers to employment for youth through collaborative action with employers, unions and others.

It is hoped that the experience of these communities will serve to encourage other communities to undertake similar initiatives and that they will avail themselves of the expertise and insights gained by participants in the Consortium.

Consortium project experience over the past two years has resulted in the publication of numerous technical documents focusingon the local collaborative process. These documents generally describe the process of forming work and education councils and council methods of dealing with the problems facing youth moving from the world of education to the world of work. The National Manpower Institute's Information Exchange which currently services all of the Consortium and to some extent some 500 additional individuals and organizations is being expanded during the current year and is

available to prime sponsors. These services include: a bi-monthly newsletter entitled The Work Education Exchange; technical assistance papers; case studies, fact sheets, project briefs on exemplary community based collaborative efforts; and consultation assistance on individual unique local situations.

Each of the national organizations participating in the Consortium, as well as the thirty-three local and State groups involved, are eager to work with other interested individuals and organizations in addressing local needs on an individual basis.

A series of meetings to be held in selected locations throughout the country is being planned to bring together Consortium communities and others interested in exchanging experiences and knowledge about successful approaches to work and education issues. These meetings will be held during the summer and fall of 1978. The agenda for each will address both the interests of communities already involved in the Consortium and those others interested in a broad range of work and education issues. If you are interested in joining this network or learning more about ways to become involved in collaborative action, you should direct your inquiries to the National Manpower Institute, 1211 Connecticut Avenue, N.W., Suite 301, Washington, D.C. 20036, or the Office of Youth Programs at 601 D Street, N.W., Washington, D.C. 20213.

Attachment 1

## Representative Collaborative Experiences in Consortium Communities

### Inventorying, Developing and Coordinating Community Resources:

* In East Peoria, Illinois, the Tri-County Industry-Education-Labor Council has developed a "Teachers Guide" to community resources as a result of a survey administered to potential resource people from the business, industry, and labor sectors of the tri-county area. The Guide, based on data obtained through the survey, contains information on the availability of a wide range of resources including: field trips and classroom speakers (organized by occupational cluster), career development films, individual student interview opportunities, in-service workshops for teachers, career information days, and the career guidance institute.

The Guide is distributed to all schools within the Council's service area and to schools and teachers outside the service area upon request.

* In Erie, Pennsylvania, the Education and Work Council of Erie City and County is nearing completion of a sourcebook of profiles of community programs and services in its service area that relate to the transition of youth from education to work. The information has been compiled in conjunction with the Youth Services Coordinating Council of Erie County and the Northwest Pennsylvania Personnel and Guidance Association. Although the sourcebook is designed for use by personnel and guidance professionals, particularly at the secondary school level, it will be available to any interested groups or individuals.

* The Mid-Michigan Community Action Council in Gratiot County, Michigan, has assembled a network of 630 community volunteers in order to provide a structure for the first-hand sharing of information on careers and the working world. Network volunteers participate in one-on-one volunteer/student career exploration sessions, group exploratory programs, economic workshops and employability skills workshops. They also serve as classroom speakers and resource persons throughout the county.

* The Minneapolis, Minnesota Work-Education Council is currently assessing all programs available from youth serving organizations and programs in the Minneapolis area. The data collected by the Council is divided into three categories: programs relating to employment through occupational information, exploration, and counseling; programs relating to direct preparation for employment through financial aid, actual development of job skills and/or placement; programs relating to direct job placement.

These programs are further categorized to designate services available to in-school youth, and those available to out-of-school youth.

The information, in its final form, will be made available to groups and individuals interested in the youth school-to-work transition.

* In Oakland, California the local Community Careers Council has established an employer resource clearinghouse. The clearinghouse data bank presently consists of approximately 700 entries on employer resources available to organizations seeking job opportunities for youth, with 2,300 more entries to be added in the near future.

The clearinghouse will provide a systematic method of assessing the local businesses for the many organizations trying to assist youth in gaining job experience. It is also designed to encourage a more equal spread of requests for placement throughout the business community.

* The Education to Work Council of Philadelphia, Pennsylvania has compiled a comprehensive catalog of the city s career education programs. The catalog includes approximately 100 programs administered through the public school system, programs of the parochial schools (which have not to date been catalogued), and programs operated by independent not-for-profit corporations which provide career training and preparation for students in various fields.

* In Tullahoma, Tennessee a Youth Services Clearinghouse Directory has been compiled by the Community Education-Work Council at Motlow State Community College. The directory provides information on a wide range of civic, community and institutional services available to youth throughout the Council's seven-county service area. Data is categorized by the type of service available and the county in which it is provided. The directory will be used in conjunction with a call-in telephone clearinghouse for information and referral on youth services in the area.

* In Wheeling, West Virginia, the Education-Work Council of the Upper Ohio Valley has prepared a directory of locally available audio-visual aids featuring information on career and occupational opportunities. The Council contacted over 300 prospective community resources (employers) requesting them to indicate audio-visual aids which they are willing to make available on a rent-free basis to area schools. Twenty-three local firms responded favorably to the solicitation. Information from the directory will be combined with the names of volunteer resource persons from these and other employers and distributed to local educational institutions and public libraries.

Expanding and Supporting Youth Work and Service Experience Opportunities

* In Bridgeport, Connecticut, the Business-Education Liaison Committee of the National Alliance of Businessmen's Fairfield County Metro is developing a program expanding and accessing cooperative education opportunities for local youth. Representatives of the University of Bridgeport, the Sacred Heart University, and the Housatonic Community College are providing information to local high school guidance counselors on cooperative education opportunities available through these postsecondary institutions. These representatives are also assisting the Council in recruiting business participants who might be able to structure some cooperative education programs for students.

The Council holds meetings for groups of both guidance counselors and businesspeople at which representatives of the cooperative education programs at the three participating universities explain the need for, and benefits available through cooperative education.

* In Buffalo, New York, the Niagara Frontier Industry Education Council Inc. has established a "Shadow" program in response to a request from the Superintendent of BOCES for more active business participation in preparing high school students for the work world. The program provides an opportunity for vocationally trained high school students to participate in a one week on-site "shadowing" of the daily activities of a practitioner in a particular career. This experience aids students in developing an understanding of the world of work and offers them a chance to see how their vocational training relates to the actual working experience.

* In Livonia, Michigan the Work-Education Council of Southeastern Michigan in close collaboration with the Livonia Public Schools has implemented a service-learning program called "ACTION." The program provides opportunities for students to participate in research, advocacy, or direct services which are a direct result of their classwork. Special project goals are to provide opportunities for students to participate in a service-learning curriculum, to develop a Service-Learning Handbook of Activities for teachers (arranged by subject area), and to expand the knowledge and insight students hold about their local community and its resources.

* In Seattle, Washington the Seattle Community Work-Education Council subcontracted with the National Alliance of Businessmen's Seattle/Tacoma Metro and conducted a Vocational Exploration Program (VEP) in Tacoma, Washington which provided job exposure experience for 83 youth. The project started with information and idea exchange sessions to exchange thoughts between business, labor and youth serving organizations. Follow-up sessions are planned for each of the 83 student participants.

* In Worcester, Massachusetts the Worcester Area Career Education Consortium is implementing its policy statement urging Worcester area school districts to offer every high school student in the area an opportunity to participate in some form of field experience education before graduation. Implementation efforts have received considerable support from the assignment of five CETA Title II employees to the Consortium staff and from the Consortium's successful proposal to the U.S. Office of Career Education. Direct responsibility for the project is handled by an almost-full-time coordinator who is working with school superintendents, school board members, administrators and staff in the Worcester area to plan for policy adoption in each district and to develop localized implementation at specific schools. Project staff are primarily responsible for identifying and securing the cooperation of area employers, labor organizations, social service agencies and parent groups.

Supporting Youth Educational, Training, Guidance and Placement Activities

* The Industry-Education Council of California together with the Chancellor's office of California Community Colleges, and a consortium of San Jose area colleges, business, indus-

try and labor, has developed the Bay Area Cooperative Education Clearinghouse (BACEC), a computerized job placement service which provides employers a one-stop listing of prospective student employees seeking work experience.

The service identifies students enrolled in community college cooperative education programs seeking work, and includes information on their past job experiences, educational goals and interests, and special skills and abilities.

* The Industry Education Council of the State of California has proposed a project to coordinate educational, industrial and vocational rehabilitation services and other public and private organizations to better assist handicapped youth in reaching their full occupational and employment potential. The project is designed to bring the service agencies into closer contact with employers, hopefully leading to more appropriate occupational training and greater job opportunities. Public and private handicapped-serving organizations will also be brought together to eliminate overlap and allow better exchange of resources.

* In Houston, Texas a program to improve the occupational potential of out-of-school youth and youthful offenders is underway. The program provides: (1) community volunteers to work with the youth for literacy upgrading, (2) motivational counseling of youth by education professionals and representatives of the local business community, (3) counseling to adult volunteers of the Big Sisters and Big Brothers organizations on the importance of educating and preparing youngsters for employment, and (4) an ex-offender speakers program in which current and former inmates of the Texas Department of Corrections speak to students at areas schools.

* In western New York State, the Labor Management Committee of the Jamestown Area (LMCJA) has developed and implemented a training course for local school personnel which incorporates the concepts of both labor-management cooperation and the quality of working life into approaches for career education. During August, 1977, six local teachers were trained with this committee-developed curriculum in a special two-week program. According to subsequent follow-up, five of the six have begun to integrate the curriculum in their normal teaching assignments. Parts of the curriculum are being redesigned based on the experiences of the six teachers. Plans are to make the course available nationally.

The LMCJA is also updating a Quality of Working Life course for use at Jamestown Community College in 1978. This activity represents a first step toward instituting a formal Labor-Management Studies Program at the college.

* In New York City, Open Doors, a component of the New York Association for Business, Labor and Education, is involved in curriculum development and augmentation in an attempt to make the world of work more understandable and relevant to high school students. Corporate, organized labor and education administrators are working with Open Doors in the development of a series of publications on such topics as setting up a small business, and exploring the world of work in New York City.

* In Seattle, Washington, a series of seminars on youth employment skills is planned by the Seattle Community Work-Education Council to increase the ability of youth in the community to get and hold jobs. The first workshop will focus on such topics as getting job contracts, identifying existing skills, interviewing skills, how to keep the job and get a raise, and the role of labor unions. Participating youth will be referred by youth serving agencies represented on the Council. After the workshop, participant reactions and suggestions for future workshops and Council activities will be solicited.

* In Tullahoma, Tennessee, the Community-Education-Work Council site at Motlow State Community College has established a course in job seeking techniques for area youth. The seminar entitled "The Art of Job Hunting" was held in collaboration with the college's Continuing Education and Evening Division. Approximately 100 persons between the ages of 17-21 participated in the initial program. Course instructors included several practicing personnel managers. A videotape of the seminar is available to schools and other youth serving agencies.

* In Wheeling, West Virginia, the Education-Work Council of the Upper Ohio Valley in conjunction with four area colleges, the local school district and the West Virginia Department of Education has developed a course offering educators first-hand exposure to the business, industrial, labor, government, service and economic leaders of the Wheeling area. The fifteen week course includes on-site or in-plant field studies and five classroom workshops. Parti-

cipants receive three hours of graduate credit. Teachers, counselors, and administrators from elementary, secondary and postsecondary educational institutions are enrolled.

The first class of 25 educators was held during the spring '78 semester. Due to the high level of interest expressed by local educators, the course has become a part of the regular curriculum of the West Virginia University Graduate School.

Developing Career Information Services

* In Buffalo, New York the Niagara Frontier Industry Education Council, Inc. has initiated a long term project to collect and make available to the public materials and information on educational and vocational opportunities and employment trends in western New York State.

Funded by a grant from the county CETA prime sponsor, the center will be located at Erie Community College in downtown Buffalo and will employ a director and eight staff members. A graduate student from SUNY at Buffalo is also assisting this project as an intern. A mobile van, on loan from the New York State BOCES, will be used for a travelling information center at schools and shopping plazas. The effort is designed as a referral and resource center.

* In Charleston, South Carolina, members of the Charleston Trident Work-Education Council are comparing anticipated manpower needs of major employers with local educators' projections of graduates for the next five years. The intent of the project is to aid in the identification of areas in which there may be future manpower shortages and to make available information on existing job opportunities for youth and on the skills necessary to qualify for them. Results and Council recommendations for needed action will be distributed in the community.

* In East Peoria, Illinois the Tri-County Industry-Education-Labor Council and the Illinois Central College (ICC) are working together to establish a Computerized Career Information Program (CIP) which will provide data concerning student interests, career opportunities both locally and nationally, job descriptions (including military occupations), and information on school and college programs and financial aid. It is projected that the program will be available to

students (grades 8 through college level) within the ICC School District by Spring, 1979.

CIP was developed at Joliet (Illinois) Community College with funding support from the Illinois Office of Education. Prime sponsors for the Peoria and Taxewell CETA Consortia have approved the Council's joint proposal with ICC to purchase software and complete a community survey of local occupational and educational opportunities. The Illinois Office of Education also is supporting implementation of the batch-process computer program by lending its support to Council and College activities planned for in-service training of area teachers and counselors and to the establishment of a Career Guidance Center at ICC.

* In Fairbanks, Alaska the Education-Work Council administered a survey to 130 local employers on job availability, entry level positions, necessary training, and turnover rates in their businesses. In a concurrent survey of local 1976 and 1977 high school graduates, the Council asked about future career choices and plans for relocation.

The results indicated that while most long term residents wish to remain in the area, there is little correlation between their career goals and the local job outlook in those fields.

Based on the survey findings the Council is assisting local school districts to establish career education and work experience programs in order to train youth in marketable skills.

* The Lexington, Kentucky Education-Work Council has applied to its local CETA prime sponsor for a grant to implement a youth job information, counseling, and referral center. The center, created to serve all youths between the ages of 16-21, will (1) provide local job information, (2) provide job acquisition skill training, (3) provide local employers with a labor supply of job seeking youths, (4) serve as an advocate for youth employment, (5) actively seek youth job opportunities, (6) inform youths of local educational, job training, and volunteer services available, (7) serve as a referral agency for local youth services, and (8) serve as a model project for other communities.

Implementation of the program will begin in mid-April, 1978.

* In Livonia, Michigan, the Work-Education Council of Southeastern Michigan has initiated efforts to combine the statewide Michigan Occupational Information System (MOIS) with the Job Opportunities System Project which is targeted at providing occupational and educational information to youth for local implementation in the Wayne County Area. These systems will be accessed through the use of computer terminals placed at various sites throughout western Wayne County. Information on the job market will be provided to counselors, placement specialists, teachers, students and out-of-school youth and others seeking information, work experience, and/or employment. The Western Wayne County Consortium for MOIS and the Wayne County Intermediate School District have combined their resources to develop a MOIS delivery system on a no fee basis. The prime funding source is the Wayne County Office of Manpower (WCOM) with the Livonia CETA Office also contributing. The prime contractor for WCOM funding will be the Wayne County Intermediate School District which will purchase and maintain the main computer equipment. The Western Wayne County Consortium will allocate the computer terminals to sites in the Consortium area and will utilize them in conjunction with other industry/education programs to expand the impact on employment and training options for the region.

Attachment 2

## THE WORK-EDUCATION CONSORTIUM COMMUNITIES

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|---|---|
| NAB Business-Education Liaison Program | Augusta, Georgia |
| Consejo de Educacion y Trabajo de la Communidad | Bayamon, Puerto Rico |
| Bethel Area Community Education-Work Council | Bethel, Maine |
| NAB Business-Education Liaison Program | Bridgeport, Conn. |
| Niagara Frontier Industry-Education Council, Inc. | Buffalo, New York |
| Industry-Education Council of California | California, State of |
| Charleston Trident Work-Education Council | Charleston, South Carolina |
| Work-Education Council of the South Suburbs | Chicago Heights, Illinois |
| Education-Work Council of North Central Connecticut | Enfield, Connecticut |
| Education-Work Council of Erie City and County | Erie, Pennsylvania |
| Tanana Valley Citizens Council on Education and Work | Fairbanks, Alaska |
| Mid-Michigan Community Action Council | Gratiot County, Mich. |
| NAB Business-Education Liaison Program | Houston, Texas |
| Labor-Management Committee of the Jamestown Area | Jamestown, New York |
| Lexington Education-Work Council | Lexington, Kentucky |
| Nebraska Community Education-Work Council | Lincoln, Nebraska |

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|---|---|
| Work-Education Council of Southeast Michigan | Livonia, Michigan |
| Martin County Education-Employment Council | Martin County, North Carolina |
| Mesa Community Council | Mesa, Arizona |
| Minneapolis Work-Education Council | Minneapolis, Minn. |
| New Jersey Education-Work and Leisure Initiative | New Jersey, State of |
| Economic Development Council of NYC, Inc. | New York, New York |
| Community Careers Council | Oakland, California |
| Tri-County Industry-Education-Labor Council | Peoria-Pekin Area, Illinois |
| Work-Education Consortium Project | Philadelphia, Pa. |
| Portland Work-Education Council | Portland, Oregon |
| Northwest Vermont Community Education-Work Council | Saint Albans, Vermont |
| Community Career Development Council | Santa Barbara, California |
| Private Sector Initiatives | Seattle, Washington |
| Work-Education Council Center for Community Organization and Area Development | Sioux Falls, South Dakota |
| Community Education-Work Council | Tullahoma, Tennessee |
| Education-Work Council of the Upper Ohio Valley | Wheeling, West Virginia |
| Worcester Career Education Consortium | Worcester, Massachusetts |